Christian Education Magazine

Methodist Colleges in World War II

March-April, 1946

In This Number

A Matter of Record—*Editorial*
"Already the urgent rush of college reconversion is causing the picture of campus life in war time to fade from our memories."

New Features—*Editorial*
". . . two new departments. . . . contributions to both departments are invited."

All Out in the War Effort—*Evelyn Faucett*
"If it were possible to have a composite service flag for Methodist Institutions, there would be 125,906 blue stars and 3,337 gold stars."

The Army Came to Our Campus—*Fred G. Holloway*
"Never shall I forget that hot June night when three hundred soldiers, tired from a three-day trip from Texas, arrived on our campus."

The Small College in the War Effort—*A symposium*

West Virginia Wesleyan in War Time—*Lewis H. Chrisman*
"Important as West Virginia Wesleyan has regarded this specialized work, at no time did she lose sight of her basic objectives as a college of liberal arts, with its total program motivated by Christian ideals and principles. . . ."

Baker University Was in the War—*Nelson P. Horn*
"There were many difficult situations to meet. . . . Course of study demands were different, and imagine social life on a campus with six young women to one young man."

Contribution of Colleges for Women in War Time—*Hubert Quillian*
"Thus, college women fought as they served, and wrought as they worked, in this pattern of victory for peace. If they wept, it was in the privacy of their inner sanctuaries, after the job was done."

What Have We Learned From the War?—*A symposium*

The Need for a Recommitment—*R. Franklin Thompson*
". . . we learn from the war an even greater need for the broad liberal arts education, for the Christian understanding of one's fellowmen and world neighbors."

We Must Have a Sense of Mission—*Forrest D. Brown*
"We have learned that much of the capacity for human learning is still unexplored!"

Broader Attitudes; Better Techniques—*Frank A. Settle*
"As we sought to serve students from a wide variety of religious backgrounds we became more ecumenical in our practice."

World War II A B C's—*John O. Gross*
". . . loss in enrollments was from twenty to eighty per cent. Graduate enrollments in universities dropped to a trickle. Male enrollments dropped during the war, from the fall semester of 1941, 75 per cent."

Annie Merner Pfeiffer—*Merrill J. Holmes*
"For Mrs. Pfeiffer the world was always full of opportunities for extending the Christian values of life to more people and for creating those values in new places."

Book Reviews

Special Departments

CHRISTIAN EDUCATION MAGAZINE

Boyd M. McKeown, Editor

PUBLISHED BI-MONTHLY BY THE DIVISION OF EDUCATIONAL INSTITUTIONS
THE BOARD OF EDUCATION OF THE METHODIST CHURCH
810 BROADWAY, NASHVILLE 2, TENNESSEE

Harry Wright McPherson, Executive Secretary

Entered as second-class matter at the post-office at Nashville, Tennessee, under act of August 24, 1912

Volume XXXVI MARCH-APRIL, 1946 Number 2

A Matter of Record

Nowhere in the archives of the Board of Education of The Methodist Church or elsewhere is there a complete or adequate record of what was happening on the campuses of Methodist colleges and universities during World War I. Nowhere is there in organized form an indication of what Methodist educational institutions did to help in the winning of that war.

Now that World War II is passing into history and colleges are beginning to get back to normal in their programs, it is easy to see that unless immediate steps are taken to prevent it the brilliant record of Methodist Institutions in World War II may similarly be lost. Already the urgent rush of college reconversion is causing the picture of campus life in wartime to fade from our memories.

In an effort to capture something of the sacrifice, the anxiety, the heroism, the drama, of the Methodist Campus in wartime, CHRISTIAN EDUCATION MAGAZINE devotes this number to a record of Methodist Colleges in World War II. It hopes the story will be of interest in the present and of value for reference in the years ahead.

B. M. M.

New Features

Appearing for the first time in this issue of CHRISTIAN EDUCATION MAGAZINE are two new departments. See pages 30 and 31. The Campus Oddities Department, edited by Walter Parkes, will regularly present to our readers in brief but interesting form accounts of unusual happenings, conditions, factors and physical features on Methodist Campuses.

The department headed, "The Personal Touch" will deal with incidents in which thorough counseling procedures or otherwise significant contributions have been made to the thinking and living of students or to the solving of students' personal problems. Many of the items carried in this column will be of a personal nature and will, therefore, be anonymous as to writer and vague as to campus locale.

Contributions to both departments are invited. If your college possesses something very unique or distinctive, write it up and send it in. Or, if you know of an individual who while a student on a Methodist Campus was greatly helped by some wise and sympathetic guidance or by expressions of personal interest, please share the basic facts with our readers, exercising due precaution, of course, to avoid causing embarrassment to any one and being sure not to divulge any confidential information.

B. M. M.

All Out in the War Effort

EVELYN FAUCETT *

When war was declared on December 7, 1941, Methodist institutions of higher learning, along with other similar institutions in the United States, pledged their facilities to assist the government in its war effort. One of our schools was taken over completely by the government for its work; the rest entered into contractual relations for various kinds of training programs. Now, since the war is over, a summary of that effort may be made.

Forty-seven institutions participated in the training program. Included in the various kinds of training done by these institutions were radio work, medical and dental programs, training in civil affairs, and schools for the indoctrination of commissioned officers. Some colleges operated communication and engineering schools, specialized training schools for men in the Army Air Forces, foreign language training units, schools for women enlisted in the auxiliary branches of the armed forces, and special training units for nurses for both the Army and Navy. In addition, many of the schools cooperated with the Office of Education to give instruction to civilians engaged in necessary war work. In all, reports show that those institutions related to The Methodist Church furnished war training to approximately 152,078 men and women.

The training of so many men and women for the war effort while maintaining their own regular civilian programs is, as President Franklin Snyder of Northwestern University says, "eloquent testimony of the way 'all hands' have turned to and done with distinction an utterly unbelievable job." Some of the work that these institutions did was of a highly confidential nature. If a total list could be given of all that was done, one would be greatly impressed with the variety of types of training furnished by various Methodist institutions. For instance, the American University trained 1,100 for the United States Navy Bomb Disposal School and gave special training to 22,000 persons for the American Red Cross. On its campus more than 6,000 women connected with the WAVES and WACS were in residence.

The universities that had schools of medicine, such as Boston, Emory, Northwestern, Syracuse and the University of Southern California, had at least 80 per cent of their enrollments filled with men from the armed forces during the war. Southern Methodist University trained more than 25,000 civilian men and women for work in war industries under E.S.M.W.T. The extent, moreover, to which this

* Secretary to Dr. John O. Gross, Department of Institutions (General), Board of Education, The Methodist Church.

training program reached from the universities through the senior and junior colleges ought not to be overlooked. The small colleges trained an unbelievable number of men and women in various sorts of special work. A glance at the accompanying table in the column headed "Number of trainees in training programs" will indicate the extent to which all institutions were able to serve.

The colleges and universities that had various kinds of Army organizations on their campuses recognized that, in addition to their educational responsibilities, they had special religious obligations. Through the Week of Dedication offering, the small amount which was available for the Board of Education was distributed among many institutions to help maintain their religious programs for trainees. Some of these institutions appointed ministerial members from their staffs to serve as chaplains and to act as coordinators of the religious work for the young men in the training units. Special religious services were held for the men in some instances in addition to regular church services. However, in many of the smaller colleges, the men who formed the V-12 and ASTP units took their places along with the few remaining male civilians to sing in the church choirs and attend regular church services and youth meetings.

Chapel services were not compulsory for the servicemen but in more than one instance the wholesome cooperation given by the commanding officers made it possible for the men to have free time to attend the chapel exercises if desired. In addition to the customary religious services conducted by the colleges, special faculty members were assigned to trainees for personnel counseling, reading rooms were equipped with religious periodicals along with others of general nature, and every effort was made to help men to contact local pastors of the churches of their choice.

Another impressive figure is the one that shows the number of alumni and former students from Methodist institutions who were enlisted with the armed forces—a total of 129,243. This number is in addition to the one mentioned for special training except for a small number of duplicates that could not be isolated from the above figure. Of the number enlisted in various branches of the armed forces many made the supreme sacrifice. If it were possible to have a composite service flag for Methodist institutions, there would be 125,906 blue stars and 3,337 gold stars.

We have tried to ascertain the number of decorations that were given to men from Methodist institutions. Most of the schools have been unable to give us definite information, but from the reports that have come to this office a reasonable estimate would be 18,500. Although this is an estimate, it is one which we believe to be very conservative. It represents the number of men who received special recognition for meritorious and heroic service.

Women had no insignificant part in the war. Approximately 4,168 women from Methodist educational institutions joined the ranks of WACS, WAVES, SPARS, etc. It is not possible to give the number of nurses who served; but if it were, the list would be a most impressive one.

The following statistical table shows the breakdown of figures for the Methodist educational institutions. The numbers are, in some cases, approximate ones, but on the whole we feel the table is indicative of the service rendered by our Methodist educational institutions in the total war effort.

Institution	*No. of Alumni in Service*	*Wacs, Waves, Spars, etc.*	*Gold Stars*	*No. of Trainees in Training Programs*
American University	**	**	**	23,100
Boston University	8,559	730	215	3,350
Duke University	*7,000	196	185	5,650
[1] Emory University	3,300	*25	*80	2,688
Northwestern University	15,300	**	326	49,225
Southern Methodist University	*4,000	*200	*120	743
Syracuse University	18,859	446	231	12,706
University of Denver	2,400	**	91	*2,200
University of Southern Calif.	7,384	280	200	4,330
		Chaplains		
Boston Univ. School of Theology	261	240	3	.....
Drew Theological Seminary	186	173	1	.....
Divinity School of Duke Univ.	169	157	.....	.....
Candler Sch. of Theology, Emory U.	*200	*200	*2	.....
Garrett Biblical Institute	186	186	1	.....
Iliff School of Theology	57	57	2	.....
School of Religion, U.S.C.	25	23	.....	.....
Perkins School of Theology, S.M.U.	169	169	4	.....
Westminster Theological Seminary	36	28	.....	.....
		Wacs, Waves, etc.		
Adrian	326	13	10	.....
Albion	1,139	39	36	729
Allegheny	1,400	*35	*34	*2,000
Athens	264	12	8	.....
Baker	*1,000	*30	25	.....
Baldwin-Wallace	1,692	51	34	1,277
Birmingham-Southern	750	50	50	1,250
Brothers	780	1	11	550
Centenary	*1,275	*18	*43	1,550
Central	1,400	87	34	1,731
College of Puget Sound	910	24	36	250
College of the Pacific	837	.....	21	637
Columbia	26	26	.....	.....
Cornell	1,049	74	26	3,117
Dakota Wesleyan	610	7	22	.....
DePauw	*1,958	*35	92	3,602
Dickinson	*1,250	15	38	2,200
Emory and Henry	*750	*12	*11	726
Evansville	833	12	26	567
Florida Southern	150	15	12	.....
Greensboro	51	51	2	.....
Hamline	972	34	30	225
Hendrix	450	18	17	391
High Point	*600	10	27	753
Illinois Wesleyan	1,200	43	50	.....
Iowa Wesleyan	*600	17	15	1,500
Kansas Wesleyan	340	12	22	.....
Kentucky Wesleyan	385	17	11	.....
LaGrange	30	30	.....	.....
Lambuth	*189	4	10	.....
Lander	40	40	.....	.....

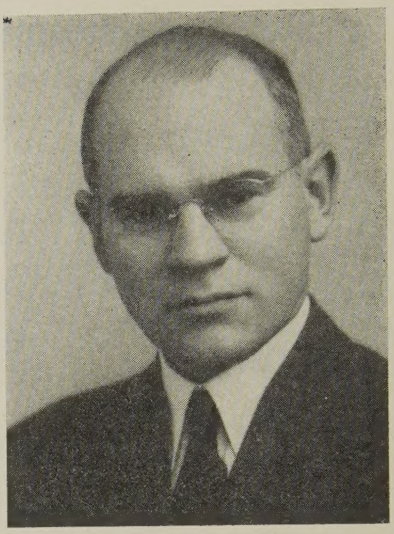
*Approximately.
**Records Incomplete.
[1]Includes Emory Junior Colleges.

Institution	*No. of Alumni in Service*	*Wacs, Waves, Spars, etc.*	*Gold Stars*	*No. of Trainees in Training Programs*
Lawrence	1,873	44	42	686
MacMurray	175	175	1	.....
McKendree	331	5	11	.....
McMurry	780	22	17	.....
Millsaps	1,547	26	48	836
Morningside	997	60	37	1,822
Mount Union	1,015	*33	25	1,086
Nebraska Wesleyan	702	10	12	105
Ohio Northern	1,300	28	31	5,915
Ohio Wesleyan	2,649	165	80	3,800
Oklahoma City University	650	18	35	**
Randolph-Macon	1,021	2	21	458
Randolph-Macon Woman's	*141	*141	*1	.....
Scarritt	*30	*20	**	.....
Simpson	916	76	17	.....
Southwestern College	*900	20	39	.....
[2] Southwestern University	2,850	76	62	1,512
Texas Wesleyan	1,100	28	30	.....
Union	410	20	14	.....
University of Chattanooga	1,200	15	62	*1,625
Wesley	417	11	**	.....
Wesleyan College	56	56	.....	.....
Wesleyan University	2,755	.....	80	3,031
Western Maryland	850	52	34	437
West Virginia Wesleyan	538	24	24	774
Willamette	1,090	25	31	701
Wofford	*2,000	.....	70	1,100
Andrew	23	23	.....	.....
Brevard	*1,200	16	25	95
Centenary Junior	*43	*43	.....	.....
Evanston Collegiate Institute	*231	*13	.....	.....
Green Mountain	700	.....	22	.....
Hiwassee	578	7	11	.....
Lindsey-Wilson	250	3	9	.....
Louisburg	257	13	8	.....
Martin	141	4	.....	18
Reinhardt	137	.....	5	.....
Snead	259	14	10	.....
Tennessee Wesleyan	380	35	15	.....
Tilton	795	.....	37	120
Vermont	310	13	14	.....
Wesley	17	1	.....	.....
Williamsport-Dickinson	425	18	20	910
Young Harris	570	40	.....	.....
Baxter Seminary	*360	9	12	.....
Drew Seminary for Young Women	6	6	.....	.....
Pennington School	445	.....	25	.....
Randolph-Macon Academy	842	.....	32	.....
Tilton School		See Tilton Junior College		
Wilbraham	675	.....	23	.....
Williamsport-Dickinson Seminary		See Will.-Dick. Jr. College		
Wyoming Seminary	959	49	31	.....

*Approximately.
**Records Incomplete.
[2]Includes Weatherford and Westminster Junior Colleges.

The Army Came to Our Campus

FRED G. HOLLOWAY*



Only those living on a campus can appreciate the peculiar concern with which our colleges faced the opening months of the war. We knew automatically that our enrollments would be curtailed by enlistments and selective service and that our facilities would suffer in the same manner.

The news that the armed services would utilize our colleges and universities received a hybrid reception. We were eager for the economic benefits that might ensue but skeptical about the way the Army and Navy might limit the freedom so long typical of American higher education. Rumors persisted that the Army would "take over" the colleges. Indeed, our schools were visited by Army board after Army board to see how each college would fit into the pattern of the various branches of the service. We were approached by one such delegation, a member of which informed us that if the Army so desired, the college would be forced to vacate all its facilities within twenty-four hours! What a happy thought that was!

We bided events patiently and learned that the government had no intention of violating any of the rights of a college. In due course, we were inspected by a board representing the Army Specialized Training Program. After a survey of our facilities and our offerings we were requested to assemble data preparatory to the drawing up of a contractual agreement.

That was really fun. We had to decide which of our buildings we would allocate for the Army Specialized Training Program, which to civilian students. (We still maintained a substantial number.) Classrooms, laboratories, offices, housing facilities, etc., had to be measured. The Army paid on the basis of area used for heat, light, janitor service, rental and the like. We knew that the government's proposal to utilize our facilities was not planned to give us an unwarranted profit, but to utilize such facilities and employ such faculty as would render a service to the Army. Our benefit was in terms of the overhead absorbed, the retention of staff members who otherwise might be lost to us. How well it worked out for us is seen in the fact that, during the entire war period, we lost only one member of our staff. (All but one of our faculty on military leave have now returned.)

As we had had a Reserve Officers' Training Corps unit since the First World War, the administration of the Army Specialized Training Program was only an enlargement of the program we already had. The Professor of Military Science and Tactics became the new Com-

* President, Western Maryland College, Westminster, Md.

mandant. Additional officers, both commissioned and non-commissioned, were added to the staff. We scurried around for textbooks, additional laboratory equipment, housing needs, kitchen equipment and the like. We built double-deck beds to accommodate the soldiers. Since our dining hall seats only six hundred, we found it necessary to serve the soldiers separately. The details of this and similar problems were not simple.

Our big question was, "What kind of students will the soldiers prove to be?" The curriculum was not an easy one. Their routine was a severe one, with practically no free time except on Saturday and Sunday. How would they take to it? Never shall I forget that hot June night when three hundred soldiers, tired from a three-day trip from Texas, arrived on our campus. I recall the joy on their faces the next day when they fully realized that, though soldiers, they were not in a military environment. As we saw them march from dormitory to classroom, we recognized in them normal American youths. As we followed their records in the classroom, we found the usual curve of proficiency—some extraordinarily alert, some average, some inferior students. Whenever a soldier's studies were unsatisfactory he was summoned before an academic board which determined whether or not he would be permitted to continue on probation or transferred from the Army Specialized Training Program to troop duty.

During the year in which the unit remained on our campus, there was only one disciplinary case. Indeed, the Commanding Officer dealt with it, transferred the soldier out of the unit, and then notified me of what had happened. "I knew," said the Colonel, "that the soldier concerned did not belong on a campus like this, and I saw no use to bother you with it." Any concern that I may have had concerning the soldiers' conduct was dispelled. I knew that we would have the highest cooperation on the part of the military staff.

Within the year the Army Specialized Training Program everywhere (with the exception of medical units) was abandoned by the Army. The soldiers were moved to other units. Our faculty had worked diligently to give the men certain technical knowledge. When they learned that most of the soldiers were going overseas only to serve in the infantry, a sense of frustration came over the professors who had so diligently worked with the men, foregoing the vacation periods which are normally essential to an academic routine.

A further word should be said about the general attitude of the soldiers while on our campus. Within the limits of time available to them, they entered into our college life. Most of them attended our social functions. Some of them were present at our chapel services, while a fair number were in attendance at the Sunday church services in town. Now that the war is over, we find that several of the GI's enrolled at our college are former Army Specialized Training Program students who became attached to us while on College Hill. It should be pointed out that ours is a coeducational college. A few of the soliders won the hearts of coeds and have since been married.

We are happy to have had the opportunity to serve in the government's program. Too much was tried with too little preparation. None the less, our own experience both in preparation and settlement of the contract and in execution of the program was one of understanding and cooperation.

The Small College and the War Effort--- A Symposium

1. West Virginia Wesleyan in Wartime

Air Crew Trainees Came and Went

LEWIS H. CHRISMAN*

Although a college campus in a quiet town among the hills may seem far away from torpedo-infested oceans, islands of distant seas, and shell-torn battlefields, World War II was a stark reality for West Virginia Wesleyan. Those who remained in the familiar scenes of academic routine could not help, even if they had wished to do so, thinking of the others who were waiting in camps or who had gone to the ends of the earth to fight for humanity and civilization.

Even for that part of the college community who continued to tread the campus walks and assemble in classrooms and chapel, life did not go on "as usual." There were the inevitable vacant places. The athletic field was deserted. The regular college classes were smaller. Men became scarcer and scarcer. Then came the process of semi-militarization. Dormitories were transformed into barracks. Uniforms made their appearance. Campus walks resounded to the tread of marching feet. Gray-haired professors got jolted out of their time-honored ruts and taught new subjects with different approaches. The college had not gone to war, but war had come to the college.

The 49th College Training Detachment (Aircrew) was established at West Virginia Wesleyan in March, 1943, and continued until June, 1944. During this time the College provided a five-month period of instruction, including Mathematics, Geography, English, Medical Aid, Physical Training, Civil Service Regulations, and Flight Training for a total of 774 Aircrew students. Some of us will never forget that bitterly cold March day when the first three hundred uniformed men marched through the streets of the college town. They had been "shipped" from Miami Field, Florida, and did not know their destination until a Baltimore and Ohio train deposited them in Buckhannon. This group, like those which followed it, represented a wide expanse of territory and varying degrees of preparation.

The Aircrew Program presented a high challenge to the College. That it brought with it many problems cannot be denied. New and conflicting governmental orders called for frequent readjustments. Although this program was of comparatively brief duration, it was of value both to the College and to the

(*See p. 28*)

* Professor of English Literature, West Virginia Wesleyan College, Buckhannon, W. Va.

2. Baker University Was in the War Though It Had No Training Unit

NELSON P. HORN*

On Sunday, March 10, a memorial service in the sanctuary of the beautiful Gothic church on the border of the Baker University campus, paid tribute to the heroism and sacrifice of twenty-five Baker men who were killed in the Second World War. In the audience were the fathers, mothers, wives, and others near of kin. Of the thousand Baker GI's who served, one hundred, many of them bearing physical scars of battle, sat in the pews. These, the dead with the living, represent the first and supreme sacrifice of Baker and her families in the World War.

Many had been members of the ERC of 1941 and 1942 and the V programs of 1943. These will be remembered as the non-uniformed, non-paid groups pursuing designated studies in preparation for war. Special courses in meteorology, map making, navigation, and engineering were provided in addition to the regular work outlined in the sciences and humanities. These they followed and then moved on to training camps and off to war. Their younger brothers soon followed when the draft age was lowered to eighteen and the campus was depleted of men.

In those days, too, townspeople required courses in home nursing, lifesaving, fire prevention, etc., and faculty members and their wives volunteered for the teaching. Then the faculty began to follow the students into avenues of uniformed service—three to the Army, two to the Red Cross, one to the Navy, and one to civilian government service and later to a University Study Center in the European Theater of Operations. From among alumni, most of them graduates of recent years, chaplains served in almost every theater of war.

Then there were the four or five men students in whom conscience gave an unmistakable "no" to participation in war. Some are still in CPS camps. Did they also serve? I believe they did. For men of clear conscience, whether aligned with the predominant public mind or standing with the small fraction which is opposed are the stuff upon which American democracy must depend. The few may be wrong, but no coward takes his stand therewith. The heavy finger of scorn, pointed by the masses, is a burden which only brave men or fools will choose.

Through all the years of pre-war, war, and post-war, Baker has

(*See p. 29*)

* President, Baker University, Baldwin, Kansas.

3. Contribution of Colleges for Women in War Time

HUBERT QUILLIAN*

There is an old adage, "Men must fight and women weep in war time." This adage was only partially true insofar as college women were concerned in the recent war, for they fought, too. They fought with such weapons as were at hand as they worked in war industries, in shipbuilding, in ordnance plants, in aviation, in chemical plants, in hospitals, in laboratories and in practically all of the business and professional offices throughout the land.

The colleges for women aided in their training for these functional tasks, and assisted in the development of techniques and skills that contributed to their efficiency as they replaced men in jobs hitherto considered for men only. They offered courses for training nurses, and assisted in the training programs for the women of the armed forces—the Waves, Spars, Wacs, and Women of the Marines.

They also furnished much of the officer leadership for these several branches of the service. The Red Cross program also enlisted the interest and services of college women during the war, as they worked with a will knitting sweaters, serving as nurses aides, in the blood-bank centers of the blood-donor service, in canteen and hospital recreation programs, as members of the motor corps of first-aid and home nursing groups and as staff assistants in local Red Cross chapters.

College women strengthened the morale of men in the service as they wrote letters to them and ministered to them through the facilities of the USO in college communities, in near-by camps and Army and Navy installations. Their contribution to community morale on the home front through War Fund and War Bond and Saving Stamp campaigns was cheerful, generous and untiring. Moreover, women in colleges also served the war effort as they volunteered their assistance of clerical aid to local draft boards and war rationing boards in their college communities. They contributed their skill in the administration of these programs of selective service and social control of the nation's personnel and economy in war time. Thus, college women fought as they served, and wrought as they worked, in this pattern of victory for peace. If they wept, it was in the privacy of their inner sanctuaries, after the job was done.

Colleges for women also served during war time in preserving an educational pattern for peace and the post-war world in the training for citizenship and responsible leadership in the community. At a time when young men, responding to

(*See p. 30*)

* President, LaGrange College, La Grange, Ga.

What Have We Learned from the War? (A Symposium)

1. The Need for a Recommitment

R. Franklin Thompson*

The universal trek from classroom to war and from the war back to the classroom has forced upon educators everywhere the heavy task of evaluating that which the war has taught.

Everyone is aware of new techniques and methods which have been developed. Audio-visual aids and many other processes have been created to quicken the time of education.

However, as one looks objectively upon the entire procedure, there is a realization that techniques, processes and acceleration are no substitutes for genuine intellectual development and spiritual understanding. The Old Testament injunction, "In getting knowledge get wisdom," still applies. One of our students, a flyer, summarized the situation recently by saying, "On the long flights you do not think much about the gadget age of 1965. You wonder if we possess the intellectual power, the moral and spiritual courage to conquer the tomorrow which is here today."

As world barriers fade and world neighborhoods emerge, educators discover anew that the determining factors in the lives of nations and individuals is their sense of values, their appreciation and integration of ideals in living. In reality, then, we learn from the war an even greater need for the broad liberal arts education for the Christian understanding of one's fellowmen and world neighbors. How great, then, is the need for a strong, vigorous, intellectual life, for a basic Christian criticism of life, for a world perspective which takes cognizance of the latest processes of education, the greatest values in education and the heritage of great idealism found in the heart of Christian education.

* President, College of Puget Sound, Tacoma, Washington.

Syracuse University (Syracuse, N. Y.) in its *Alumni News* reports a 200 per cent gain in the use of educational and current event films in 1944-45 over the preceding year. The film library handles educational, Office of War Information, Office of the Co-ordinator of Inter-American Affairs, New York State War Council, and commercial films. Inaugurated only seven years ago, the film library now contains over 1,200 films. On an average, 600 films are mailed out to patrons each week and 600 are returned after being used. Although schools are the greatest users of the films, industrial plants and clubs are becoming increasingly aware of their importance, according to the report of Miss Sandra George, who directs the film library.

2. We Must Have a Sense of Mission

FORREST D. BROWN*

Three weeks after December 7, 1941, officials of the government and armed forces met with administrators of the colleges and universities and planned for the mobilization of higher education for the war effort. The record since that date is one of which to be proud. However, higher education not only had a substantial effect in winning the war; the war will have had certain effects on higher education, some of which may be lasting. We are still too close to the scene to make a complete and accurate appraisal, but of the many things which we have learned there are three which stand out above the others:

1. The value of the liberal arts tradition.
2. The unexplored capacity of the human mind.
3. The need for a sense of mission and value in modern education.

The war has confirmed our belief in the practical value of research and study which has as its objective the search for truth for its own sake. Even the man in the street now respects the starry-eyed scientist who secludes himself from the market place. Gone are the tendencies to be apologetic about time spent in studying mathematics, science, psychology, economics, foreign languages, etc. Our confidence in the liberal arts tradition has been strengthened first by the succession of amazing discoveries culminating in atomic energy and rooted in pure scientific research; second, by the fact that those charged with the responsibility of winning the war looked to our colleges to produce not merely specialists but leaders.

We have learned that much of the capacity for human learning is still unexplored. Students motivated by specific goals with which their welfare was directly related have amazed us by their achievements. While some schoolmen long to return to the leisure of the good old days, others will never be satisfied with the waste which accompanies education when it is devoid of purposeful learning.

We have learned that the most tragic lack in modern education is that it lacks a dynamic sense of value. We have just witnessed the winning of a war by men possessing the finest technical equipment which was produced by the world's greatest industrial power. Yet the men who fought and those who produced were tragically confused and largely negative about why they were fighting and what kind of world they were fighting for. Now we are coming to realize that civilization as we conceive it is doomed unless we can infuse liberal education with a sense of mission to produce men who have an understanding of values as well as techniques for living.

* Dean, Simpson College, Indianola, Iowa.

3. Broader Attitudes; Better Techniques

FRANK A. SETTLE*

Our experience in working with Navy V-12 trainees and civilians during the war years has taught us, first of all, that youth has a fundamental interest in religion when it is interpreted in daily living. Whereas other extra-curricular activities were war casualties, the Christian Student Movement on the Emory and Henry campus remained vigorous.

Again, we learned that adult attitudes and examples largely condition our youth. Our officer personnel's cooperation varied from active personal participation to almost the opposite. Trainee attitudes generally were patterned by these officers.

As we sought to serve students from a wide variety of religious backgrounds we became more ecumenical in our practice. By attempting to bring students in contact with priests, rabbis, and ministers of their respective faiths or denominations, we learned to implement our latent good will.

Likewise, in the give and take of discussions among students of various faiths, Protestant youth learned how to express some convictions of their own.

Our awareness of the need for additional recreational facilities for centering social life of students on the campus rather than elsewhere was accentuated. We have long realized the need for a student center. This is now seen as an imperative.

In our relationships with officers and trainees not always conversant with the purposes of a denominational college, we learned to view many matters from their broader aspects and, in other instances, we learned how to state our reasons for existence as a church college.

We learned more about counseling with students. The rapid turnover resulted in a technique for securing interviews immediately upon their admission and also for offering helpful guidance to those separated from college for disciplinary or scholastic reasons.

Geographical horizons were lifted as we broadened our student constituency to include more than half the states of the Union.

In short, in working through the problems and in the sharing with those of varying points of view we learned much.

"We must take not only a long look backward and a long look forward, but a long look upward if we are to find lasting peace."

* Chaplain, Emory & Henry College, Emory, Va.

World War II A B C's

•

JOHN O. GROSS*

A ACCELERATION was among the first of the new words that hit college campuses after Pearl Harbor. From a *laissez-faire* nine-months program institutions moved up to a year-round academic program and many, for the first time, gave the summer term a significant place in the total academic program.

B BALTIMORE, here in January, 1942, gathered the largest meeting of representatives of higher education ever held in America to discuss their part in the war.

C COOPERATION among Methodist schools under impetus of unification and the war emergency reached a new high during the war. Various cooperative plans have produced a sense of oneness not previously known.

D DEBTS on Methodist senior and junior colleges decreased from $4,884,495 in 1941 to $1,248,566 in 1945. This, in spite of decreased enrollments and increased costs in operation.

E ENROLLMENTS — the range of loss in enrollments was from 20 to 80 per cent. Graduate enrollments in universities dropped to a trickle. Male enrollments dropped during the war, from the fall semester of 1941, 75 per cent. This was partly offset by a rise in women enrollments from 49 per cent of the total enrollment, in 1941, to 78 per cent in 1945.

F FACULTY—approximately 12 per cent of the institutional staffs of Methodist educational institutions were released to go into some sort of vital war work, or to enlist in the armed forces.

G The G.I. Bill of Rights started college enrollments climbing again to an all-time high and promised a new era of prosperity to all institutions.

H HIGHER EDUCATION and The War, a publication issued by the American Council, will form the most valid source of information concerning educational institutions in the War.

I INCOME for educational institutions was greatly shifted during the war. Income from students dropped in many instances one-half under pre-war receipts. Endowment earnings increased although the earnings on stocks and bonds were less. Income from the church almost doubled.

J JAPANESE affected by the removal notice of all Japanese citizens from the West Coast found a sympathetic friend in The Methodist Church. Many Methodist Japanese were able to continue their educational work in Methodist colleges. Generally speaking, junior colleges suffered more during the war than any other educational institution. Almost 100 in the nation closed after Pearl Harbor.

K KNOWLEDGE—who can estimate how much war has robbed this nation of its potential intellectual resources? The loss of 1,400,000 years of college work for undergradu-

* Secretary, Department of Educational Institutions (General) Board of Education.

ate students and 250,000 for graduate students creates a gap in the nation's life that will never be fully bridged.

L LEAVEN—during the war it was predicted that on every campus the veteran who had grown up under the impact of war would return to be a new *leavening source*. He left for the war half boy and half man. Now he returns a mature man. New methods and plans in teaching discovered during the war will influence the life of institutions.

M MEDICAL schools related to universities had approximately 80 per cent of their enrollments during at least two years of the war provided for by government contracts. Interest in mathematics received a new impetus during the war.

N NUCLEAR PHYSICS jumped into prominence after the appearance of the atomic bomb. Scarcity of trained scientists, particularly physicists, became evident early during the war. Only 8 per cent of the Negro schools of the United States received any government contracts.

O ORTHODOX educational theories were called into question during the war. Among those under greatest attack were methods of teaching languages.

P PEACE—shortly after the war began, several colleges, forecasting the future, established courses on the basis of a just peace and the problems of war-reconstruction. When peace came suddenly in August, 1945, few institutions were prepared for it.

Q QUESTIONS most frequently asked by colleges during the first days of 1943 were about government contracts to institutions for training men for pre-medical, pre-dental, pre-engineering, air corps, etc. These were given to 47 institutions.

R RELIGIOUS leadership for men in the armed forces was heavily drawn on from Methodist institutions. One thousand seven hundred-fifty Methodist ministers served as chaplains during the war.

S SENIOR colleges of The Methodist Church came through the war without a single fatality. (University of San Antonio and Morris Harvey, listed in 1941, are no longer on the list, but they were not war casualties.) This, notwithstanding the fact that very few of the small senior colleges had any sort of government contract to help sustain enrollment.

T Surplus government TRAILERS were being earnestly sought by educational institutions to use as temporary housing for the great number of married veterans now returning to school.

U UNIVERSAL military training was the principal panacea offered by militarists for establishing world peace. This proposal was resisted by most leading educators, educational associations and church groups.

V VALUES—a piece of good advice given out during the war was to increase all activities that emphasize worth and values. Educational institutions related to The Methodist Church as a post-war plan were urged to develop strong departments of religion and philosophy to meet the wave

of cynicism and religious unbelief that usually follows war.

W WOMEN'S colleges rose to an all-time high in enrollments.

X X—a letter that pointedly suggests fraternities. Very few social fraternities were able to operate during the war.

Y YOUTH—both war and colleges depend upon youth for their ongoing. How to save youth from the maw of war should be the foremost question on campuses during the next generation.

Z ZEAL for the cause of Christian education kept our educational institutions intact during World War II—the most trying period that they have ever known.

The effectiveness of a course offered last summer in guidance and student personnel administration by Dr. Ethna Winston of Clark College (Atlanta, Ga.), as a project of the entire University Center set-up, is indicated in the practical applications that the registrants of the course are making. In the classes of the two summer sessions were principals, deans of men and deans of women, Jeanes supervisors, attendance officers, and a few undergraduate students—coming from sixteen states. Dr. Winston is receiving reports from principals who have organized workshops in their areas in order to make every teacher a guidance worker. In some communities they are setting up study groups. Some are finding the principles and methods learned applicable toward the solving of delinquency problems in the community. They came to learn—they have gone out to teach.

Dr. Harry T. Morris

It is with a feeling of deep loss that we announce the death on February 14 of Dr. Harry T. Morris, president of Iliff School of Theology, at Denver, Colorado. Dr. Morris died as a result of pneumonia.

A native of Missouri, Dr. Morris became the sixth president of Iliff on June 15, 1942, and had the distinction of being the first alumnus of the school to hold the office. Under his able guidance Iliff continued its traditionally outstanding work of training students for the ministry of The Methodist Church.

Prior to his entrance into the ministry, Dr. Morris was a business executive. During the five years preceding his appointment to the Iliff presidency, he served as a member of the school's board of trustees.

He was a graduate of Missouri Wesleyan College, as well as of Iliff, from which he held both the Master of Theology and Doctor of Theology degrees.

Following his graduation in 1929, he served churches in Holyoke, Colo.; Ogden, Utah; Santa Fe, New Mexico; and El Paso, Texas. For the five years just prior to becoming head of Iliff, he was pastor of Park Hill Methodist Church at Denver.

Annie Merner Pfeiffer ---An Appreciation

Merrill J. Holmes*

Mrs. Annie Merner Pfeiffer

The life of Annie Merner Pfeiffer was remarkable for the scope and power of its Christian influence both in her day and for the future. She was a philanthropist in the original and basic meaning of the word, for she truly loved her fellowmen, and through wisely guided gifts influenced the lives of many tens of thousands of them for the better. When her death occurred last January 8, some six years after that of her husband, there had been built up by these two people a pattern and volume of financial giving which in its results has incalculable value, not for one community only nor even for one nation but for Christian civilization in many parts of the earth. No tribute can ever measure adequately the value of their service to mankind. But even a fragmentary recognition of their devotion to the Church and their support of Christian work as seen through the life of Mrs. Pfeiffer will bring gratitude and inspiration to every understanding heart.

The Pfeiffer and Merner families came, respectively, from Bavaria, Germany, and from Canton Berne, Switzerland, to Cedar Falls, Iowa, in the 1860's, in order that their children might have freedom of opportunity. From the next generation came Henry Pfeiffer and his wife, Annie Merner, who, having achieved phenomenal success in business, established together an unparalleled record for the kind of philanthropy that extends freedom of opportunity to others.

Annie Merner was born September 23, 1860, at New Hamburg, Ontario, where the family spent a few years before moving on to Iowa. In 1882 she became the wife of Henry Pfeiffer and throughout their fifty-seven years together was a true helpmate to him in their home and social life, and a continuing inspiration in his business career. The two families belonged to the Evangelical Association at Cedar Falls, one of whose pastors in those days was the Reverend Otto Rall, father of Dr. Harris Franklin Rall of Garrett Biblical Institute, and President Edward E. Rall of Northwestern College, Napierville, Illinois. When Mr. and Mrs. Henry Pfeiffer moved to St. Louis in 1891 they transferred their membership to the Union Methodist Episcopal Church. In 1908 they moved to Philadelphia and ten years later to New York City.

For Mrs. Pfeiffer the world was always full of opportunities for extending the Christian values of life

* Vice-President, Illinois-Wesleyan University, Bloomington, Ill.

to more people and for creating those values in new places. So it became her chief business in life to advance human welfare by her gifts throughout a wide range of activities and work. It is significant that her philanthropies were directed almost entirely through the Church and its institutions. Manifestly it was her deliberate judgment that the good she could do would accomplish more beneficial and lasting results if directed through the institutions of the Christian movement. And this was perfectly natural, for she was a Christian woman and the mind of Christ was in her and she looked out upon the world with a breadth of vision and a depth of understanding that belongs only to those who have the mind of Christ.

She was always interested in people and her interest turned to certain great and obvious areas of human need, for these areas offered the greatest opportunities for doing good. And so the recipients of her gifts include homes for children, homes for the aged, hospitals, and a surprisingly comprehensive array of educational institutions of the Church. Many individual churches were aided by her in liquidating debts, in rebuilding, in the purchase of organs. She gave generous support to the New York Deaconess Association, the New York City Society of The Methodist Church, the Sanctuary Fund of the Board of Home Missions and Church Extension, the general Pension Fund of the Board of Foreign Missions. She was deeply interested in the two great missionary societies organized by the women of Methodism and served for many years as a Vice-President of the Woman's Home Missionary Society. She was an intimate friend of Mrs. W. H. C. Goode, for many years National President of that organization, and directed many a gift to the institutions of that Society. Bishop Francis J. McConnell once referred to her at a testimonial dinner in her honor as a "global giver," for her gifts had gone to institutions in India, China, Korea, Malaysia, Mexico, South America and Europe, as well as to most sections of the United States.

To the schools and colleges of the Church came the largest allocation of her gifts, for she was especially interested in the Christian education of youth. She was fully alert to the importance of the kind of Christian education which will train young people of succeeding generations to carry their full responsibility as Christian citizens. Two emphases continually appeared in her conversations concerning this area of the work of the Church. First, there was her deep and abiding confidence in young people. She understood the outreach of their hope and ambition. She had confidence in their idealism. And why not? For the future belongs to youth, and she was always thinking into the future. A second emphasis was her concern for the underprivileged—underprivileged individuals and underprivileged groups. And here is where she was creating for others the freedom of opportunity which had meant so much to her and to her husband, and to their parents who had crossed the Atlantic.

The schools and colleges of The Methodist Church for Negro youth became a particular concern of hers, as did also the institutions for white youth in southern mountain regions and colleges in what had recently been frontier territory. In this connection she was making effective one of the ideals of our nation, for we proclaim our belief that all men are created equal, not, of course, in ability, but in rights before the law. So, many a college of the Church was on her list chiefly because of her great purpose to make it possible for

young people with less privilege than others, but of ability and high promise of usefulness, to have equal opportunity with more favored young folks in their preparation for life's responsibilities.

The question is often raised as to the total amount of the benefactions which she and her husband directed. While this question could doubtless be answered by examination of the records through many years no such computation has been made. And if it were, it would be out of keeping with Mrs. Pfeiffer's spirit and interest to emphasize the total amount, for she thought of money as a means to an end, and her concern was not with the means but with the results. She was always keenly interested in knowing what the institutions and people who had been helped by her were doing to realize her hopes for them. It is, however, well known that the Pfeiffer gifts in the educational field alone ran well into the millions, for the list of institutions aided—secondary schools, colleges, universities, theological seminaries—at home and in foreign fields, counts up to more than fifty. Most of them are related to The Methodist Church and three belong to the Evangelical Association, though the list is not entirely limited to these two branches of the Church.

There was excellent statesmanship in the manner in which her gifts were made. Many of them were conditioned on additional amounts being raised from other sources. Thus her gifts not only helped to lift a load in some part of the work of the Church but became an incentive for giving on the part of others. In a number of instances her gift was a deciding factor in claiming a conditional offer from a Foundation, either the General Education Board (Rockefeller) or the Julius Rosenwald Fund. Moreover, her gifts were never made in such a way as to shift responsibility from other shoulders to hers, but always with a view of helping those who already had the responsibility to carry it more successfully, in meeting a special emergency of financing a strategic advance. She used to say that since she could by no means grant all the requests that came to her, she thought it wise to respond to the ones where her giving would have the most significant value. Such was the situation in the depression days of the early thirties when the whole series of colleges for Negroes of The Methodist Church would have experienced utter catastrophe except for the generous, and at the time anonymous, gifts of Mr. and Mrs. Henry Pfeiffer. Many other colleges tell of similar crises met by the wise benevolence of these great friends.

Mrs. Pfeiffer was a member of the boards of trustees of a number of colleges. Her understanding of the purpose of the Church for these institutions was clear and statesmanlike. Her judgment on educational and management problems was valuable. Any gift that might have come from her had become an asset of the institution to be safeguarded by the Board and was not considered by her as a matter for her personal control. Pfeiffer Junior College at Misenheimer, in the foothills of North Carolina, is an institution established by the Woman's Home Missionary Society—now the Woman's Society of Christian Service. The principal buildings on this campus, except one, have been built or remodeled by funds from Mrs. Pfeiffer or from other members of the family. Here the Woman's Society had invited Mrs. Pfeiffer to assume larger responsibility in the development of plans and policies in order that this institution might exemplify as fully as possible Mrs. Pfeiffer's own

ideas and ideals, and thus be an incarnation of her spirit and purpose in Christian education.

All who knew Mrs. Pfeiffer realize something of the deep satisfaction she found in life, no small part of which was derived from making her gifts. Giving was a very personal matter to her. She enjoyed hearing the story of a school or college and its needs, weighing the factors in the situation, making her decision, handling the correspondence, nearly always in her own handwriting, and, where she made gifts, receiving reports on the results. And what a joy it was to her to be on the campus and see the students to whom her gifts brought greater opportunity. In recent years she has said that God must have more work for her to do or she surely would not still be here. And on one occasion in response to a formal and public expression of appreciation for significant help given to a particular college she said, with a twinkle in her eye: "I don't think I shall need to pray for myself very much any more. There are so many college presidents and bishops praying for me."

The Christian statesmanship of Annie Merner Pfeiffer in furtherance of the plans she and her husband so long carried forward together will grow in significance as the years pass. The foundations of our Christian civilization are the stronger because she made the institutions of Christian education stronger. Through these institutions she has projected her ideals and her influence into the future of the Christian movement in a measure given to but few people. There is no final chapter to be written of the good she did among men, for many are the hearts and hands committed to carrying forward the tasks at which she worked so happily and so generously.

BOOK REVIEWS

Publicity Portfolio for Executives, recently published by *Public Relations News,* is an excellent summary of the "dos and don'ts" of the public relations profession. The 18-page pamphlet outlines the fundamentals of publicity writing, treatment of the editor, the use of radio, television and house organs, and gives several pages of helpful hints. Copies of the Portfolio may be obtained for $1.00 each by writing to Griswold News Service, 52 Vanderbilt Avenue, New York 17, N. Y.

* * *

Seven of the eight authors chosen by Abingdon-Cokesbury Press for a new series of books, to be known as "A Guide for Bible Readers," are faculty members of Methodist theological schools. In addition, the entire series is under the editorship of Harris Franklin Rall, head of the Department of Systematic Theology at Garrett Biblical Institute.

The authors of the books completed or in process are Walter G. Williams, Iliff School of Theology, *The Books of the Law;* Montgomery J. Shroyer, Westminster Theological Seminary, *The Synoptic Gospels;* John H. Hicks, Perkins School of Theology, *The Books of History;* William G. Chanter, Drew Theological Seminary, *The Prophets;* Elmer A. Leslie, Boston University School of Theology, *Poetry and Wisdom;* Albert E. Barnett, Garrett, *The Letters of Paul;* Edward P. Blair, Garrett, *The Acts of Apocalyptic Literature.* The eighth book of the series will be by John Knox, Union Theological Seminary, *The Fourth Gospel and Later Epistles.*

* * *

Publicity Primer, by Marie D. Loizeaux, which deals largely with

public relations for libraries, has recently been republished with a new section on school library publicity. It contains a publicity calendar included as a tool for a library publicist containing suggestions of publicity reminders and anniversaries suitable for publicity projects. In connection with the calendar is a section on publicity routines outlining the practical ways of handling these in a publicity program. H. W. Wilson Co., New York, is the publisher.

* * *

Helping Teachers Understand Children. Prepared by the staff of the Division on Child Development and Teaching Personnel, for the Commission on Teacher Education, of the American Council on Education, 744 Jackson Place, Washington 6, D. C. Pp. 468. Price, $3.50.

This book describes the work of a group of classroom teachers and teaching principals during a three-year period of study, the purpose of which was to understand the causes that underly the behavior of children. The book is rich in samplings of what these teachers recorded about individual children at different stages during the three-year period. Step by step the reader sees teachers learning how to describe behavior; how to see the significance in accumulated anecdotes about the same child; consulting with a psychologist; and making adjustments in the emotional and social environment of the school.

The following typical chapter headings will give some indication of the organization of the material: what it means to understand children; learning how to describe behavior; the child a member of a family; explanatory principles; group meetings as a study method; the interaction of children in a group. During the first ten chapters the reader looks directly at children through the eyes of the teacher participating in the study. In the chapter given to an evaluation of the study, the reader finds the testimony of the teachers concerning their changed attitude toward the behavior of children; changed attitude toward individual children; increased friendliness and joy in their work; increased skill in adapting the school to the needs of the child.

In the closing chapters the director of the study describes the background of the school system which made such a study possible; how the study was launched and extended. The summary provides valuable material for pre-training as well as in-service training of teachers.

Mary Skinner.

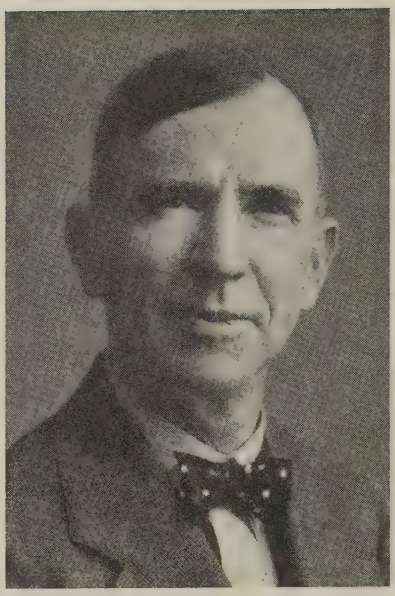
* * *

Here's How It's Done. A Popular Education Guide, 1945, 80 pp. The Postwar Information Exchange, 41 Maiden Lane, New York 7, Single Copy, $1.00.

"The scope of group activity in towns and cities all over the country, the initiative and originality of local leaders of public opinion may come as a surprise to those who are unaware of the spirit of a democratic people," says the Foreword of *Here's How It's Done.*

Here's How It's Done is a guide to methods which have been used successfully to stimulate the interest of Americans in national and international problems. One lively account of grass roots ingenuity follows another—examples of how groups from Maine to California are making their convictions count, mobilizing opinion and taking action to build better towns, a prosperous nation, a peaceful world. The experiences of these organizations point the way for the man or woman or college student who wants to become effective in his community.

Willson Lectures



Mr. J. M. Willson and family, of Floydada, Texas, have started something new in religious work at a state educational institution. It stems from a long-time conviction on the part of the Willsons as to the importance of religion to all areas of life. They recognize that in the process of college education young people are so often confronted with the necessity of making difficult adjustments between childhood faith and more mature learning.

To do something about this difficulty, Mr. Willson and his family have provided for an annual lectureship in religion at Texas Technological College, Lubbock, Texas. In support of their plan, a gift of $10,000 has been placed in the hands of the Board of Education of The Methodist Church at Nashville, Tennessee. This money is to be invested by the Board and the income is to be paid to the College for use in maintaining the lectureship.

Certain designated college officials are to select the lecturer after consultation with the Ministerial Association of the city. The subjects of the lectures are to fall within the chosen areas of science and religion or of technology and religion. The College is to make this lectureship a major event in its calendar and is to give it priority over other campus activities for a period of three to five days each year.

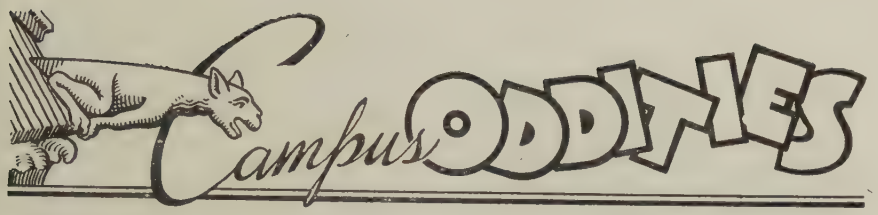
A report is to be made annually by the Institution to the Board of Education and should the lecture at any time be permitted to lapse the Board of Education may provide for the use of the income at another institution for the same purpose.

A year or so earlier Mr. Willson had set up a similar gift for a religious lectureship at McMurry, Methodism's institution serving West Texas and New Mexico, and more recently he has established a similar lectureship at Texas Wesleyan College in Fort Worth.

Doubtless many pastors of Wesley Foundation Churches will want to seek out generous donors and follow the example of the Reverend H. I. Robinson, of Lubbock, Texas, who was instrumental in arranging the Willson gift to Texas Tech.

A Paragraph from the "Statement of Aims," MacMurray College for Women, Jacksonville, Ill.

"It is our hope that year by year there shall go forth from MacMurray a select group of young women, physically efficient, sound in moral principle, and accustomed to cooperative effort, with minds alert and well informed, and with a living faith in God, prepared and eager to invest their lives for the beautifying and the betterment of the world."



Street Cars for Morningside

Operating a street car service for a city of 85,000 population isn't in the list of normal functions of an educational institution, but that's what Morningside College is doing, nevertheless.

When Sioux City (Iowa) Gas and Electric Company was ordered by the government to dispose of its subsidiary Service Company last year, the college purchased the holding and became responsible for operation of the city's transportation system.

The transaction immediately struck the funnybone of Sioux City residents, who began to address the street car operators as "professor" and supervisors as "dean." The service goes on satisfactorily, however, and college officials believe the investment is entirely sound.

The purchase was made with funds advanced by friends of the school, together with a $300,000 mortgage loan from a Chicago bank. The bank loan and the advance funds are liabilities only on proceeds from the transportation assets, and, in case of default, from their sale value.

After Morningside acquired the property, the school leased it to a newly organized operating company headed by personnel previously connected with Gas and Electric Company's subsidiary firm. So now the school is owner of a going concern and can put the profits into the college endowment without dismissing classes to keep the company running.

Contributed by John Skrable

Sioux City Street Cars Go to College

President Earl Roadman of Morningside College (Sioux City, Iowa) eyes one of the street cars included

in the unusual transaction which recently brought the city's entire transportation system under the control of the school. College authorities failed to say whether the president had learned to drive the struggle-buggies, but the commuters address the regular operators as "professor."

Mark Hopkins sat on one end of a log,
And a farm boy sat on the other.
Mark Hopkins came as a pedagogue
But he taught as an elder brother.
—From "Education" in Death and General Putnam (E. P. Dutton).

Mary Holds the Home Front

Mary, like many another college girl in the past few years, married her soldier sweetheart, had a few days of tight-throated happiness, then saw him board a train for a port of embarkation and the unknown. Any girl in Mary's situation found that hard enough, but Mary also had to face the fact that her family didn't like the boy she had chosen.

If one of Mary's college faculty had not interested herself in Mary's case, Mary, who was only one semester from her degree, would have dropped her school work, taken a "duration" job in her home town and lived at home in an atmosphere of disapproval. Encouraged by her faculty friends, Mary was given enough work to enable her to complete her degree, then obtained with it a teaching job for another year and a half till Johnny came marching home again.

The war had proved that she and not her family was right about Johnny. All of them were happy as the reunited couple set out for South America where he will be a consulting engineer.

* * *

The Sergeant Carries On

The tall, well-built boy wore a discharge button in his label. Fired with ambition and ability, he was anxious to return to the normal status of civilian and resume his studies. Despite a distinguished service record, high scoring tests, and encouragement from his veteran adviser, he stood before the Boston University counselor and confessed an inferiority complex that was affecting his school and personal life, as well as his health.

Ex-Sergeant John P. Jones, as a result of long and strenuous months of action in France and Germany, had acquired a stuttering defect. The Army doctors had diagnosed it as a psychological defect, pointing out that there was nothing organically wrong with the veteran's larynx. Embarrassed, because of his stuttering and the lack of speed with which he answered questions, John P. Jones felt uncomfortable in the classroom.

As a result of his talk with the Boston University counselor the young student was put under the direction of a consultant in remedial speech. Slowly he began to improve his speech and regain a feeling of self-sufficiency. His improvement caused him to become enthusiastic once again about his school work and school associates. The University counselor, in addition, after a long-distance telephone talk with the veteran's pastor, arranged to put the veteran-student in a young people's group at his local church where he would learn social adjustment and gain confidence in his individual leadership.

Today, the tall veteran says he is beginning to "feel like a new man." His speech defect is not as noticeable as before and he can face an audience without embarrassment. Confidence was restored to the veteran when the counseling service at Boston University proved, through a series of vocational tests, that he was mentally and physically suited to the future of a physical education instructor.

Through understanding and guidance, the young veteran is beginning to slip easily into his proper position in the era to which he and his comrades brought peace.

(*Cont'd from p. 10*)
boys comprising it. Of many of them we shall never hear again, for they have found faraway graves. Others have come back to town and campus as visitors and students. It is hoped and believed that some of the seed sown in those days is still bringing forth a harvest.

Since December, 1942, West Virginia Wesleyan College has provided a ten-week course of instruction for Engineering Aides for Wright Field, Dayton, Ohio. This work includes engineering, technical drawing, algebra, trigonometry, slide rule, calculators, chemistry, and analysis of aviation oils and gasoline. Thus far 487 of these Wright Field trainees have availed themselves of the benefit of these courses. At present writing, plans are being made by the management of Wright Field to continue similar work at Wesleyan.

Important as West Virginia Wesleyan has regarded this specialized work, at no time did she lose sight of her basic objectives as a college of liberal arts, with its total program motivated by Christian ideals and principles, and directed toward the development of competent, cultured Christian persons. In fact, during the war the objectives were further studied and restated. With the present opportunities for a normal civilian enrollment the College will place renewed emphasis upon them and will at the same time apply some of the lessons it learned while it was directly cooperating with the war effort.

Dr. Earl Marlatt, well-known hymn writer and former dean of the Boston University School of Theology, is visiting professor of Homiletics at Southern Methodist University's Perkins School of Theology. Among hymns by Dr. Marlatt is the favorite, "Are Ye Able?"

New President of Association

At the regular annual meeting of the Association of Schools and Colleges of The Methodist Church in Cleveland, Ohio, on January 8, 1946, Dr. Charles B. Ketcham, of Mt. Union College, Alliance, Ohio, was elected president for the ensuing year.

Dr. Ketcham, a member of the Northeast Ohio Conference, had served as pastor of some of the strongest churches of the Conference and as District Superintendent prior to his going to the presidency of Mount Union.

Recently elected members of the Joint Committee on Public Relations for Educational Institutions of The Methodist Church are Dennis Snapp, Executive Secretary of the Kentucky Conference; and President R. E. Womack of Lambuth College. They succeed Carl King of the Western North Carolina Conference and Gerard Banks of Centenary College of Louisiana.

(*Cont'd from p. 11*)

sought to keep the very best of her regular program alive and functioning. Young women have come in greater numbers than usual. Some enrolled for a year of pre-nursing and moved on, others dropped out for work in industry or business, a few joined the armed forces, but most were here with the usual ideas about getting an education.

There were many difficult situations to meet. Some were solved, others were not. Course of study demands were different, and imagine social life on a campus with six young women to one young man, and most of the men seventeen-year-old boys, when in normal times men predominate. But deans and students and faculty found solutions and perhaps made discoveries that will be useful in normal times.

The offices of college officials and the deans in particular have been jammed with the traffic of making reports, clearing records, answering questionnaires and scores of other requests coming from former students in the armed services and from military personnel.

Students and faculty have donated blood, bought bonds and stamps, contributed time and money to Red Cross and USO, donated clothing, entertained men in camps and in their homes, written thousands of personal letters and followed our men and women everywhere with copies of student publications. Our alumni secretary abandoned most of his routine duties and gave his time almost exclusively to these activities. Baker men and women all over the world had his personal letters of encouragement and news of the campus.

In these ways and many others our college served, and the service was gladly given without recompense save for expressions of appreciation from our men and women in uniform and gracious commendations from military officials. We are glad it has been that way.

Methodist Public Speaking Contest

The Methodist Church, in cooperation with its church-related colleges and universities, is offering $24,000 in cash and scholarship prizes to thirty boys and girls who write and deliver the best addresses on "The World Service of The Methodist Church." The contest has been authorized by the Council of Secretaries and will get under way this fall. The six jurisdictional winners will not only receive $500 in cash and a four-year scholarship apiece, but will also be awarded an expense-paid trip to the next General Conference where they will be invited to deliver their addresses before the delegates.

President Daniel L. March of Boston University, upon hearing of the contest, had this to say about its larger purposes: "I heartily endorse the National Public Speaking Contest for Methodist Youth. It is a good thing from many points of view. It will prompt alert and ambitious young Methodists to become acquainted with the amazing world service program of their Church. It will develop leadership by challenging young people to express themselves in persuasive public speech. It will send to our church-related colleges and universities the most effective speakers among those who enter the contest. It will thus make available a good higher education to young people who are at once ambitious enough to try for it, and efficient enough to win."

The Rev. Caxton Doggett, 150 Fifth Ave., New York, is the director of the contest and will supply detailed information upon request.

(*Continued from page 12*)
their country's call, had left the college campus for the armed camp, young women in college were seriously seeking to fit themselves to assume their places in society alongside the young men on their return from war.

They sought in college to gain knowledge and intelligence that would make them more effective citizens of their communities. They sought also what Mathew Arnold describes as "the harmonious expansion of all the powers which make for the beauty and worth of human nature." They sought a knowledge of the world they lived in, of the methods of observation, deduction and verification, a knowledge of cultural and spiritual relations of the race.

A shift in emphasis, of courses in colleges for women, was noted in wartime. The physical sciences, the social sciences, the fine arts, commercial and home science courses flourished, while, for the most part, courses in education, teacher training and foreign language declined in popularity. Very few colleges for women streamlined their courses of study or accelerated their programs during the war. Exceptions to this general rule were made where it seemed desirable. College women in war time were, for the most part, serious-minded and diligent in their work. They were keenly aware of the sacrificial service of their brothers and friends on the war fronts of the world in the defense and preservation of the liberal tradition of a free people in a free world. Accordingly, they were inspired and stimulated to make the most of their educational opportunity.

It was a time of decision and serious concern whether patriotic duty demanded that she stay in college until graduation, get married, or take a lucrative war job. One young senior in a women's college wrote, "During the war, when exorbitant wages and exciting jobs were plentiful, when the 'let's get married now' rush was in full swing, college to me was a stablizing influence. It has helped to impress upon me that a thoughtful mind, an understanding heart, and a sense of cultural and religious values are indispensable in achieving a personally desirable and socially satisfying life in the post-war world."

This spirit of dedication on the part of young women in college was comparable to the spirit of workers in industry that piled up prodigious production records, and the spirit of our young men in the armed forces —America's true secret weapon that won the war. This same glorious spirit of youth in war time carried over into the ranks of the faculty and officers of administration and members of the boards of trustees. It gave them courage for the present and hope for the future—a new and dynamic incentive that gave the colleges for women a new lease on life.

In David's day, at war's end, and battles done, the Israelites had a custom to set aside a fair portion of the spoils for those who "tarried by the stuff." This was done on the theory that those who "carried on" at home contributed greatly to the war effort and were entitled to a share of the credit for victory. Perhaps, by this token, the colleges for women deserve a citation of merit for their contribution to the war effort. They "tarried by the stuff"—the precious stuff out of which, in part, the new world is to be made. They performed the routine, daily, unglamorous tasks with a sense of high fidelity to their trust as custodians of intangible cultural values. They gave steady assurance that in a rapidly changing world not all the old, time-tested and worth-while

values in education would be lost. They maintained high standards of intellectual achievement and the integrity of a program devoted to the slow but sure growth of the young mind. They sought to develop in the young women committed to their care, the highest and noblest impulses of womanhood, and an appreciation of the beautiful in nature, the best in books, and the highest in character.

Introducing Walter Parkes

Into the service of the Joint Committee on Public Relations for Educational Institutions of The Meth-

odist Church has recently come Walter Parkes. Mr. Parkes, a native of Tennessee, was reared and educated in Nashville. On completion of his high school work he entered Vanderbilt University where he majored in Political Science, worked on student publications, served one year as editor of the *Hustler,* Vanderbilt student newspaper, and was otherwise prominent in student activities.

After his graduation from Vanderbilt he was employed as a reporter by the *Nashville Banner* and assigned to cover the courthouse news. After two years with the *Banner* he was offered a position with the Associated Press and was put on the night desk in the Tennessee state office.

When America entered World War II he went into the armed forces and served in personnel work in the Air Force. For eighteen months he was with the Eighth Air Force, based in England. He was discharged from the service last October and was immediately reemployed by the Associated Press and given a substantial promotion. He resigned that job the latter part of January to come to the Joint Committee staff and assume the work formerly done by Dr. Ruth L. Beyer, who was leaving to accept a public relations post at MacMurray College, Jacksonville, Ill.

More than 23 million of the 24½ million graduates of secondary schools since 1870 are still living, according to U. S. Office of Education Calculations.

* * *

One-fourth of all the people in the United States with a secondary school education have graduated from high school in the past five years and are under 23 years of age.

* * *

"Evangelism, education and every other means must be integrated into the life of the church to produce active members of a Christian community whose influence shall save the culture of the nation and of the world. The time is ripe for the church to recognize and strengthen its colleges as an indispensable link in this chain."—*Chancellor Benjamin F. Schwartz, of Nebraska Wesleyan University, in an address to MEPRO.*

THE DEPARTMENT OF

The Methodist Student Movement

HIEL D. BOLLINGER

HARVEY C. BROWN HAROLD A. EHRENSPERGER

New Volume Contains Report of Urbana Conference

The Third National Methodist Student Conference which was held during the Christmas vacation has been widely reported in the church and secular press. However, the Department of Student Work has published a special report of the Conference. It has been edited by Dr. T. Otto Nall of the *Christian Advocate*. The report has been mailed free of charge to all registered delegates. Additional copies may be secured in limited quantities for 25 cents each by writing to the Department of Student Work of the Board of Education, 810 Broadway, Nashville 2, Tennessee.

* * *

When the Duke Divinity School was organized in 1926, Dr. E. H. Nease, now pastor of West Market Street Church, Greensboro, N. C., was the first student to register in the school. In September of 1945 E. H. Nease, Jr., entered the Divinity School and is the first son of a graduate of the Divinity School to enroll in the school.

* * *

Methodist Student Fellowship Fund

Local units of the Methodist Student Movement throughout the nation are now making plans and raising funds in behalf of the Methodist Student Fellowship Fund. Most groups have already selected a project abroad, or a home missions project at home.

Whenever a local group selects a project, as, for example, a college abroad, the possibilities of exchange and fellowship with other students in other parts of the world are almost unlimited.

* * *

Regional Student Leadership Training Conferences

Regional Student Leadership Training Conferences will be held by the Methodist Student Movement again in the summer of 1946. The last time these conferences were held was in the summer of 1942.

A Program Planning Committee has been working on the details of the Conferences and announcements will be made concerning them in the very near future.

The dates and places of the Conferences as now arranged are as follows:

June 3-8: Lake Junaluska, North Carolina (near Asheville).

June 3-8: Wesley Foundation, University of Oklahoma, Norman, Okla.

June 10-15: Epworth Forest, Indiana (near Leesville) (tentative).

In addition to the above a fourth Conference will be held on the west coast. The dates and the place are not yet determined.

* * *

New Director of Religious Life

Captain Ralph W. Graham, Army chaplain at Fort Des Moines since 1942, has been selected as the Director of Religious Life at Simpson College, Indianola, Iowa.

Chaplain Graham is a native of Indiana. He had his bachelor's de-

gree from DePauw University in 1921. He did his theological work at Harvard and Boston Universities, receiving his divinity degree from Boston in 1925. He has the master of arts degree from Butler University.

At Simpson, Dr. Graham will have charge of the chapel services, act as advisor to the religious organizations on the campus and be counselor to students. In this capacity he will coordinate the total religious life of the campus.

* * *

Christian Vocational Service Committee

Recently the Council of Bishops appointed a committee for the purpose of charting a plan of action for Methodism in connection with recruiting for Christian life service for the mission field. The committee consisted of Bishop Charles W. Brashares, Bishop Schuyler Garth, Bishop Paul Martin and Bishop Fred P. Corson.

This committee of Bishops called a meeting which was held in Evanston, Illinois, January 2, 3 and 4. In the meeting were the members of the Bishops' Committee, the personnel secretaries of the Board of Missions and Church Extension, the student secretaries of the same board, the educational director of the Commission on Ministerial Training, the student secretaries of the Board of Education, representatives of other boards and agencies of the Church and the executive committee of the National Council of the Methodist Youth Fellowship.

The Evanston meeting gave careful consideration to the philosophy and background of Christian vocation. The net result of the discussion will probably be issued in the form of a pamphlet.

In addition to the discussion, some practical steps were taken to inaugurate a plan of vocational clinics to be held on the campuses of Methodist colleges and at Wesley Foundations during the academic year 1946-47. The Department of Student Work and the Department of Educational Institutions (General) of the Board of Education were asked to submit plans for the clinics. These plans have been outlined and submitted to the original committee and it is expected that announcements concerning them will be made in the near future.

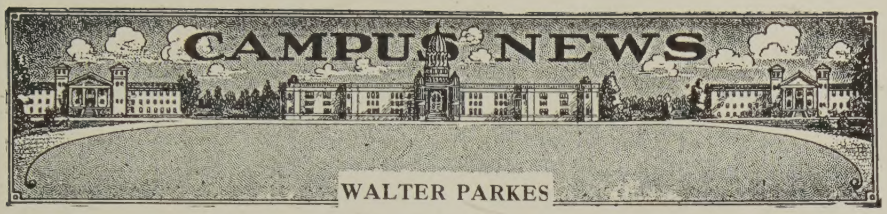
Duke Has Complete Atetela Library

In the library of Duke University is found one of the most unusual and complete libraries ever assembled, despite the fact that the collection does not take up a complete shelf. The library is written in the Atetela dialect of the Belgian Congo, and every word ever printed in the language is included in the unique collection. Less than thirty years ago, the dialect had never been reduced to writing; thus, an entirely new system had to be invented. In 1914, Bishop Walter R. Lambuth organized the Congo as a missionary territory and dispatched three missionaries and their wives. The first difficulty they encountered was the lack of any sort of common language by which they could communicate with the natives.

Inman Townsley, B.D. Duke University, since his departure to the Congo, has been instrumental in securing all translated works for Dr. James Cannon III, who has given the books to the library.

* * *

Dr. Frank H. Sparks, president of Wabash College, has issued a timely brochure pointing out the common stake of private education and private enterprise.—*Chicago Journal of Commerce.*



Duke Divinity School's First Convocation Outstanding Success

Duke Divinity School's first annual convocation last month brought wide acclaim for an ambitious and successful program.

Seven outstanding speakers and lecturers contributed to the three-day session which was attended by ministers and interested laymen of many denominations. Dr. Henry Sloane Coffin, president emeritus of Union Theological Seminary, delivered a series of three lectures on the subject, "God's Word for Today," which constituted the central and continuing theme for the convocation.

Others featured on the program and the titles of their contributions included:

Henry R. Luce, publisher of *Time* and *Life,* Inc., "Ethical Issues Confronting America"; Rev. Hazen G. Werner, faculty member of Drew Theological Seminary, "Pastoral Counseling"; Bishop G. Bromley Oxnam, "A United Church Faces a Changing America"; Senator James W. Fulbright of Arkansas, "The Role of the United States in the International Order"; Rev. Harold Cooke Phillips, pastor of the First Baptist Church of Cleveland, Ohio, worship services; Reinhold Niebuhr, professor of Applied Christianity at Union Theological Seminary, "Protestantism and the Future of America."

The convocation was initiated by a number of alumni of the Duke Divinity School who are members of the Virginia Methodist Conference. They proposed to the alumni of the Western North Carolina Conference that they jointly raise a sum of money to help defray the cost of such an occasion. Their contribution was directed toward a series of lectures to be delivered by some outstanding person in the world of religious thought. Dr. Coffin was the first of these lecturers.

The convocation was held in Page Auditorium on the Duke campus February 11 to 13 inclusive.

The concluding feature of the session was a concert by the Philadelphia Symphony Orchestra.

* * *

Jewish Citizens Surprise Boston U. with $100,000 Gift

A surprise gift of $100,000 by "Friends of Boston University" raised to $400,000 the total donations to the school at a recent banquet honoring President Daniel L. Marsh. The gift was presented by a group of Jewish citizens of Boston "in recognition of the liberal admission and educational policies of Boston University."

Another surprise gift of $200,000 was announced at the banquet by President Marsh.

The other $100,000 donated at the same time was raised by subscriptions to the banquet, which was in observance of the 20th anniversary of Dr. Marsh as head of the University. The funds will be used in adding to a university unit to be built on the Charles River campus.

Principal speakers at the banquet included General of the Army Dwight D. Eisenhower, Massachusetts' Governor Maurice J. Tobin

and President James B. Conant of Harvard University.

* * *

Southwestern Initiates Fund-Raising Campaign on 106th Anniversary

Southwestern University's 106th Anniversary last month was the occasion for initiation of a campaign to raise $3,500,000 for buildings and endowment. The celebration took the form of a banquet, with the Georgetown, Texas, Chamber of Commerce and Junior Chamber of Commerce cooperating.

If the campaign is successful, $1,000,000 will be earmarked for building, with the remainder for endowment and permanent funds.

* * *

Southern California Provides Week-end Flying

Week-end flying, an ultra-modern collegiate recreation and training feature, is now available to students of the University of Southern California. Students who want to learn to fly and those desiring refresher flying or check rides may spend their week-ends at Santa Maria, California, where the school's new College of Aeronautics has a private airport. Flying may be taken as a regular part of the university program, and is given university credit of two units toward degrees.

* * *

EdPress Says Smaller Colleges Must Carry the Load

The Educational Press Association declared in a recent newsletter that smaller colleges must be used to capacity to help carry the load of returning veterans. Already the campuses of the larger universities are overcrowded, the Association pointed out, with many more veterans and new students expecting to enter college in the near future.

"The problem of swollen enrollments caused by the return of veterans is not transitory," the Association continued. "It has been pointed out that after World War I, college enrollment in large schools shot permanently into the 10,000 category. After this war, some authorities state that these institutions will remain *permanently* in the 20,000 class."

* * *

Syracuse Alumni to Raise Housing Funds

Syracuse University alumni will seek this year to raise funds for more adequate campus housing and to improve faculty salaries. Chancellor William P. Tolley has reported that nearly $100,000 is being expended on emergency measures to provide temporary housing during this semester. In addition, he said, "Outlays are being made for permanent property acquisitions.

"One of the factors which is straining our financial resources to the limit is the increasingly critical housing problem," Chancellor Tolley added in initiating the alumni fund. "We cannot turn away the veterans returning to our campus or see them search vainly for homes."

* * *

Albion Emphasizes Student Research Program

In order to arouse interest in high grades of scholarship among the students of Albion College (Albion, Mich.) a committee of faculty members has been appointed to supervise an undergraduate research program and to encourage more students to enter graduate schools.

All student projects which are believed worthy will be mimeographed and bound, with a copy to be kept in the school library and another copy to be presented to each person involved. Papers read at various clubs, unusual term reviews and other projects considered of superior nature by instructors will be included.

POST SCRIPTS ON COLLEGE NEWS AND VIEWS

WALTER PARKES

Meharry Medical College (Nashville, Tenn.) announces the forthcoming opening of a new department of Physiotherapy to be a unit of Hubbard Hospital. Development of this new department was made possible by several agencies interested in better care of crippled Negro children in Tennessee and victims of poliomyelitis who live in Davidson County.

* * *

Garrett Biblical Institute (Evanston, Ill.) announces appointment of Dr. Gerald Otho McCulloch as professor of Systematic Theology. He will begin his new duties during the second session of the Summer School. He is a graduate of BAKER UNIVERSITY (Baldwin, Kans.), BOSTON UNIVERSITY School of Theology (Boston, Mass.), and of the University of Edinburgh. At present he is pastor of Hamline Methodist Church at St. Paul, Minnesota.

* * *

Paine College (Augusta, Ga.) was featured on the cover of the *Virginia Methodist Advocate* of January 31. A two-page spread in the same issue paid tribute to the work of Virginia women for the school and outlined the contributions of Race Relations Day collections to upkeep of the institution.

* * *

Millsaps College (Jackson, Miss.) recently received a gift of $100,000 from Robert D. Sanders, Jackson businessman. The gift is especially directed to the erection of a two-story domestic arts building on the campus.

* * *

Dillard University (New Orleans, La.) drew lengthy editorial praise in a recent issue of the *New Orleans Christian Advocate.* The editorial outlined the curriculum of the school, traced its history and commended its service to the country.

* * *

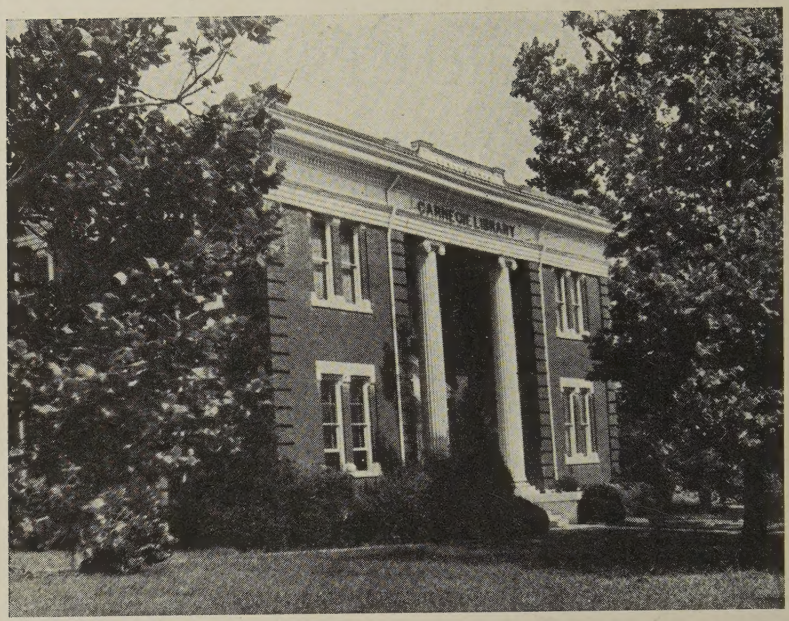
Emory University (Atlanta, Ga.) announces plans for its second annual School for Town and Country Ministers, to be held July 1-18 at the Candler School of Theology. The program will consist of formal classes on Bible, church, theology, town and country life, and workshops and individual study on problems relating to the town and country.

* * *

At Samuel Huston College (Austin, Tex.) Miss Emma M. Van-Dyke has recently been issued a permit to practice accountancy and thereby becomes the first Negro so qualified in Austin and one of a very few in the State of Texas. The State Board of Accountancy issued the permit.

* * *

Alumni of Dakota Wesleyan University (Mitchell, S. D.) have hit upon a novel method of raising scholarship funds for the school. Recently they sponsored a scholarship banquet on the campus, with admission to a Wesleyan-Huron College basketball game included in the price of the tickets. Proceeds went into the scholarship fund for needy students.



This Is Wiley

Founded in 1873, Wiley College, located at Marshall, Texas, is the oldest liberal arts college for Negroes west of the Mississippi. With its attractively landscaped, sixty-acre campus, dotted with eleven buildings, and with its alert and ambitious student body of four-hundred-fifty young people, it has all the outward marks of a genuine educational institution.

Other characteristics are equally impressive. First Negro college in the Southwest to receive the distinction of a class "A" rating at the hands of the Southern Association of Colleges and Secondary Schools, it maintains an eminent position in academic circles. It is recognized by the American Medical Association and is accredited by the University Senate of The Methodist Church.

Since its beginning Wiley has graduated more than ten thousand students from more than thirty states and from several foreign countries. According to pre-Pearl Harbor statistics in the Alumni Office, 46% of the school's products are working in the field of education with 4% serving as college faculty members or college presidents; 6% are in the ministry with two of this number having been elected Bishops; 7% are in the medical and allied professions; 8% are in business; and the remainder are in law, government, domestic service and agriculture.

Religion is a vital aspect of Wiley's program and is constantly stressed as an essential background for a well rounded education. Chapel services, special periods of religious emphasis, vesper services, courses in Bible and Religious Education, counseling and a frequent acknowledgment by faculty and administration of the efficacy of the Christian philosophy, all tend to make Wiley a truly Christian college.

Noted for its sustained emphasis on high scholarship, character development, and cultural training, Wiley College well deserves its enviable reputation as an outstanding Educational Institution.